



*ISTEP+: Grade 5*

English/Language Arts

Released Items and Scoring Notes

**Writing Prompt**  
**Standard 5: Writing Applications**  
**Standard 6: Language Conventions**

# 1

## Hidden Treasure

Read the writing prompt below and complete the writing activity.

Lisa loved the old house that her grandma had bought. There were rooms and corners never explored. Today, she decided to explore a closet. Lisa started pushing on bricks in the wall when, suddenly, one pushed in and the wall opened. Inside was a small space containing two objects: a map and a key.

The map shows the location of a box with a keyhole. What does Lisa do with the map? What adventures does she have along the way? When she finds the box, what does she see inside?

Write a story about using a map and a key to find and open a mysterious box. Write about what Lisa sees, what Lisa does, and what events happen.

Be sure to include

- the main character
- what the character does
- what events happen
- details that make your original story interesting
- a beginning, a middle, and an end to your story

## Writing Applications Rubric Grades 5–12

### SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

#### Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

#### Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

#### Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

### SCORE POINT 5

A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.

#### Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay focused on topic and task?

Does the writing sample include many relevant ideas? Does it

- provide in-depth information and more than adequate supporting details that are developed?
- explore many facets of the topic?

#### Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?
- progress in an order that enhances meaning of text?
- include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)

#### Style

Does the writing sample exhibit very good word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?
- demonstrate control of vocabulary?

Does the writing sample demonstrate very good writing technique?

- Is the writing very fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 3</b>	
A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
<b>Ideas and Content</b>	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does It</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does It</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit ordinary word usage? Does It</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does It</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

<b>SCORE POINT 2</b>	
<p>A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a main idea?</li> <li>• sometimes lose focus or ineffectively display focus?</li> </ul> <p>Does the writing sample include few relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include little information and few or no details?</li> <li>• explore only one or two facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Some words may be used incorrectly.)</li> <li>• demonstrate minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some fluency?</li> <li>• Does it rely mostly on simple sentences?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

## Writing Applications Rubric Grades 5–12

### SCORE POINT 1

A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.

#### **Ideas and Content**

Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it

- difficult for the reader to discern the main idea?
- too brief or too repetitive to establish or maintain a focus?

Does the writing sample include very few relevant ideas?

- Does it include little information with few or no details or unrelated details?
- Is it unsuccessful in attempts to explore any facets of the prompt?

#### **Organization**

Are the ideas in the writing sample organized illogically?

- Does it have only one or two of the three elements: beginning, middle, or end?
- Is it difficult to follow, with the order possibly difficult to discern?
- Are transitions weak or absent (e.g., without topic sentences)?

#### **Style**

Does the writing sample exhibit less than minimal word usage? Does it

- contain limited vocabulary, with many words used incorrectly?
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate less than minimal writing technique? Does it

- lack fluency?
- demonstrate problems with sentence patterns?
- consist of writing that is flat and lifeless?

#### **Voice**

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate difficulty in choosing an appropriate register?
- demonstrate a lack of a sense of audience?
- lack an original perspective?

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Language Conventions Rubric Grades 5–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

## English/Language Arts Constructed-Response Items

Session three, English/Language Arts, contains a reading comprehension task. This task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading comprehension task consists of one passage and several constructed-response (CR) questions. Because this is a reading comprehension task, all the information students need to answer the questions correctly is in the text. All responses should be based on information from the text and will be scored for reading comprehension *only*. The following pages show the CR questions.

An example of a top-score response is given for each CR question. The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.

### English/Language Arts 2-point Constructed-Response (CR) Rubric

<b>2 points</b>	<b>Proficient</b> The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
<b>1 point</b>	<b>Partially Proficient</b> The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
<b>0 point</b>	<b>Not Proficient</b> The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

**Constructed-Response**  
**Standard 3: Reading Comprehension & Analysis of Literary Text**

**Question 1**

- 1** Describe Laura's MAIN problem in the story. How does she solve it?  
Support your answer with details from the story.

---

---

---

---

---

---

**Top-Score Answer:**

Lisa's main problem is that she thought she lost her best friend, Cassie, when they argued about how to build the best egg protector for the Egg Drop Challenge. Since each girl did not like the other's idea, they did not work together like they usually would. The problem was solved when the girls tied for first when their egg protectors failed to keep the egg from cracking and became friends again. Both girls realized that some friendships aren't like eggs, but rather can survive a disagreement.

***Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

**Constructed-Response**  
**Standard 3: Reading Comprehension & Analysis of Literary Text**

**Question 3**

- 3** One of the themes in “Egg Drop Soup” is friendship. Explain what Laura and Cassie learn about friendship. Support your answer with details from the story.

---

---

---

---

---

---

**Top-Score Answer:**

Laura and Cassie learn that friends can have arguments and disagreements but still remain friends. Laura and Cassie had very different ideas about how to win the competition, but when both their eggs cracked, they joked and laughed about it at the end of the story. They understood that friendship can be hard to break. Not all friendships are like eggs; they can survive a little bouncing.

***Note:** The top-score response demonstrates a performance that exceeds the expectations of what is required to receive two points. The top-score response contains multiple pieces of text-based information and support drawn from the reading passage that accompanied this item, many elements of which students typically use in their responses to receive two points.*

**Extended-Response**  
**Standard 5: Writing Applications**  
**Standard 6: Language Conventions**

**Question 4**

- 4** Read this story. Then complete the writing activity that follows.

**Nick's Big Moment**

Nick peered through a narrow crack in the giant velvet curtain. Lee had just finished her song on the piano and was standing to take a bow. As the audience clapped loudly, Nick started to get a sick feeling in his stomach. He noticed that the entire room was filled with people. In fact, some people were even standing in the back to watch the concert.

Nick wiped his sweaty hands on his pants and gripped his guitar again. His heart seemed to be banging loudly enough for everyone to hear it. He looked around, but no one was staring at him. Just then, a voice echoed over the speakers. "Next we have Nick Jones playing music he wrote himself. He'll be playing the guitar." Nick took a deep breath and tried to move toward the stage, but his feet felt like heavy stones.

Finish the story. Describe what Nick does in this situation. Be sure to include details to support your writing. You do NOT need to rewrite the beginning of the story.



**Extended Response Writing Applications Rubric  
Grades 5–12**

<b>SCORE POINT 4</b>	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
<b>Ideas and Content</b>	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• provide ample information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

**Extended Response Writing Applications Rubric  
Grades 5–12**

<b>SCORE POINT 3</b>
<p>A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.</p>
<b>Ideas and Content</b>
<p>Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea? (Writing may include minor tangents.)</li> <li>• stay mostly focused on topic and task?</li> </ul> <p>Does the writing sample include relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)</li> <li>• explore some facets of the topic?</li> </ul>
<b>Organization</b>
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> <li>• present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?</li> <li>• generally progress in an order that enhances meaning of text?</li> <li>• include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)</li> </ul>
<b>Style</b>
<p>Does the writing sample exhibit good word usage? Does it</p> <ul style="list-style-type: none"> <li>• include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?</li> <li>• demonstrate control of basic vocabulary?</li> </ul> <p>Does the writing sample demonstrate good writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing fluent?</li> <li>• Does it exhibit some varied sentence patterns, including some complex sentences?</li> <li>• Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul>
<b>Voice</b>
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)</li> <li>• demonstrate some sense of audience?</li> <li>• attempt an original perspective?</li> </ul>

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.

**Extended Response Writing Applications Rubric  
Grades 5–12**

<b>SCORE POINT 2</b>	
A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.	
<b>Ideas and Content</b>	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>	
<b>Organization</b>	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>	

*NOTE: These scoring rubrics are used with statewide assessments in Grades 5–12.*

**Extended Response Writing Applications Rubric  
Grades 5–12**

<b>SCORE POINT 1</b>	
<p>A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.</p>	
<b>Ideas and Content</b>	
<p>Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?</p> <ul style="list-style-type: none"> <li>• Writing may attempt a main idea, or the main idea may be difficult to discern.</li> <li>• Does the writing sometimes lose focus or ineffectively establish focus?</li> </ul> <p>Does the writing sample include few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does the writing sample include little information and few or no details?</li> <li>• Writing may explore only one or two facets of the topic.</li> </ul>	
<b>Organization</b>	
<p>Is there a minimal attempt to logically organize ideas in the writing sample?</p> <ul style="list-style-type: none"> <li>• Does the writing have only one or two of the three elements: beginning, middle, and end?</li> <li>• Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)</li> <li>• Are transitions weak or absent (e.g., few or no topic sentences)?</li> </ul>	
<b>Style</b>	
<p>Does the writing sample exhibit minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary? (Words may be used incorrectly.)</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate minimal or less than minimal writing technique?</p> <ul style="list-style-type: none"> <li>• Does the writing exhibit some or little fluency?</li> <li>• Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?</li> <li>• Is it often repetitive, predictable, or dull?</li> </ul>	
<b>Voice</b>	
<p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?</li> <li>• demonstrate little or no sense of audience?</li> <li>• lack an original perspective?</li> </ul>	

**NOTE:** These scoring rubrics are used with statewide assessments in Grades 5–12.



## Language Conventions Rubric Grades 5–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
<b>4</b>	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and have a minor impact on the overall communication; they are generally of the first-draft variety and may occur when students attempt sophisticated sentence construction.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit an adequate command of language skills?
<b>3</b>	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a minimal command of language skills?
<b>2</b>	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>
Score	Does the writing sample exhibit a less than minimal command of language skills?
<b>1</b>	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.